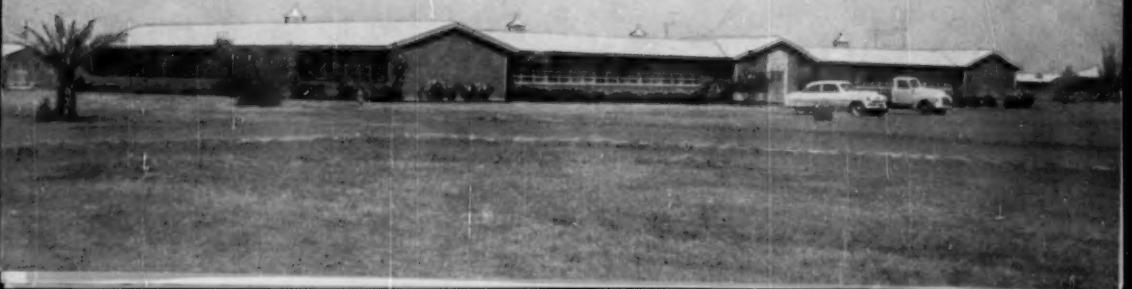
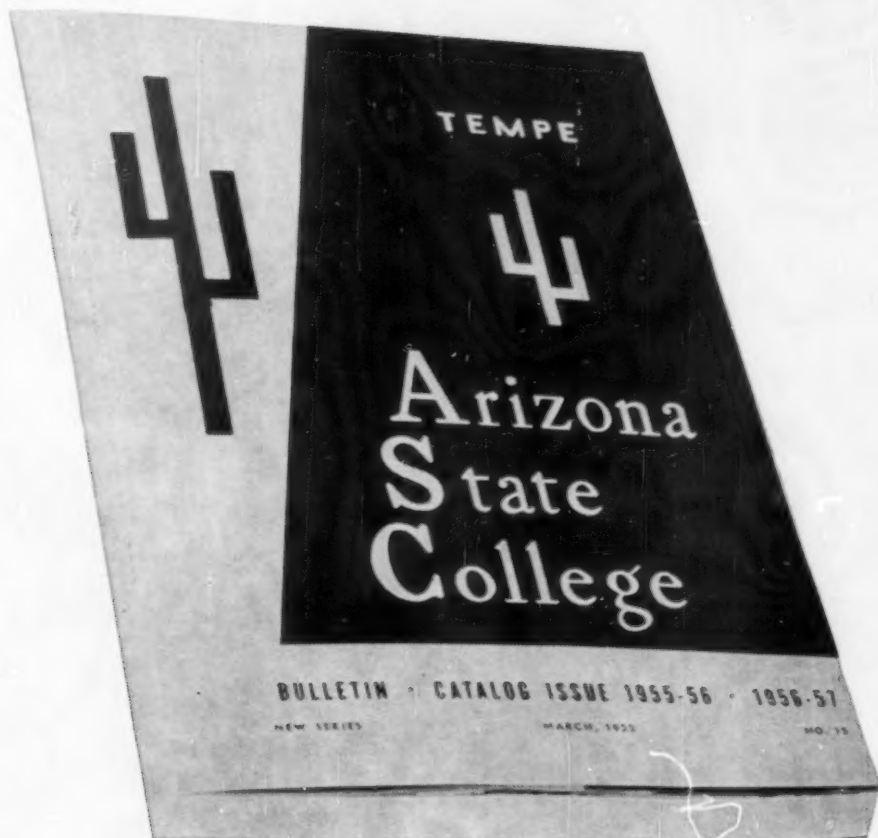


October, 1956

Arizona TEACHER



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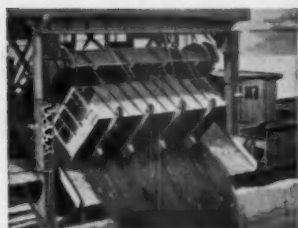
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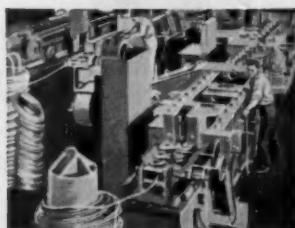
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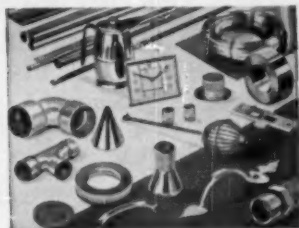
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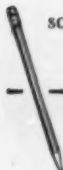
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VOLUME 45, No. 1

FALL, 1956

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October, 1956



OFFICIAL PUBLICATION OF
THE ARIZONA EDUCATION ASSOCIATION

TABLE OF CONTENTS

EDITORIALS

Means and Ends.....	Joe Smelser	6
Our Necessary Best.....	John C. Raymond	6

ARTICLES

Two Kinds of Democratic Education	Glenn Austin	10
"Ships" Buffet Winds.....	James M. Stephenson	12
Special Education in Arizona.....	Ted Hollingsworth	14
This is Our Task.....	J. Thomas McIntyre	16

PROFESSIONAL NEWS

Greetings From Our NEA President	Martha Shull	8
In Memorium		9
Newspaper Headlines		18
Convention Program		21
AEA Insurance		35

REGULAR FEATURES

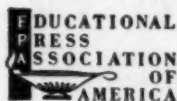
Among Our Neighbors.....	Joe Smelser	20
Secretary's Report.....	Lois V. Rogers	13
Yours for the Asking.....		28
Look—Hear—Now	Dorothea Pellett	36

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Editorial Comment

MEANS AND ENDS

Last year an Arizona teacher gave one of his classes a questionnaire to fill out. One of the problems to check was, "It doesn't matter much how we get what we want just so we get it." In other words, should the process of getting be unencumbered with rules or not? A minority but somewhat alarming number of students checked the statement as correct and proper, and defended their position later in class discussion.

"Let's not get excited," they might say. "These young people are not yet 20 years old. Besides, we need more old-fashioned go-getters. These youngsters were just being honest."

Perhaps some older people in the community would react to this attitude sympathetically.

According to the teacher some of the student justifications of the end-justifies-the-means attitude were:

"If people don't look after themselves, nobody else will. Losers deserve to be losers."

"You have to do others before they do you."

"Business is business."

"It's Nature."

"Do-gooders don't ever get anywhere."

But the arguments were not one-sided. A majority of the students who expressed themselves defended honorable means. One student said,

"People aren't supposed to act like animals. People are people. The Golden Rule isn't just an out-of-date proverb. How can people be happy or feel safe if they can't trust other people?"

Another student said, "I think the teacher will have to watch some students

in this class when we have examinations. "They'll cheat honestly."

We might ask the old question for which there are such nebulous answers to be had: how did these young people get that way? There is a lot of finger-pointing at homes, schools, business, community gangs, war—and of course, the devil himself.

Whatever the answer the problem is serious. Perhaps more classroom exercises like the one at hand would arouse moral sensitivity and uncover insights which the students would consider their own discoveries. Can there be any kind of better teaching in our time?

By Joseph Smelser

OUR NECESSARY BEST

It is remarkable that, with all the commotion we make about our elections, so many American voters do not go to the polls on election day. Of course, there is a good deal to discourage the most conscientious of us. We do want to exercise our franchise and we do want to do our duty, but there are so many obstacles thrown in our way to prevent our making an intelligent choice of the candidates and issues presented to us that it is, indeed, a most difficult task.

The smog produced by the propaganda machines blinds us, the shouts and counter-shouts hurt our ears, and some of the antics nauseate us. How can one really find the truth, how know who is best for this particular job, how know which of two—or ten—policies is best? We have to think of personal interests, local interests, national interests; we have to think

Turn to page 31

Arizona Teacher



The new College of Fine Arts building includes the Dramatic Arts theatre and workshops (at left), and the Art galleries and classroom (at right). A third portion of the Fine Arts center will be constructed during 1956-57 for the School of Music.

COLLEGE OF FINE ARTS

The College of Fine Arts comprises the Departments of Art, Dramatic Arts, and Speech, and the School of Music. Instruction and activities in these fields provide students with an excellent cultural background and open many different careers to those interested in professional work.

Students and faculty share a rich and varied offering of programs with the schools, service clubs, women's clubs, and other civic organizations of Arizona. These programs include:

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For full information, please write to Dean John Crowder, College of Fine Arts.

UNIVERSITY OF ARIZONA

Tucson

The lady smiling at President Stephenson on our front cover is Miss Martha Shull, President of NEA. In his inimitable Tennessee dialect former president, Andy Holt, said in his seconding speech, "She is as pretty as a speckled pup and as pleasant as a hog at sloppin' time."

Greetings from Our NEA President

It is my high privilege to greet you as President of the NEA in the most momentous year of its long history and of your own professional life. This is our centennial. We all, in a sense, are a hundred years old. Each of us whenever, or wherever, he joined the profession, picked up the baton successively handed down to him from those who started on the mark a century ago. There has been no break in the progression. Its achievements belong especially to no epoch and are credited to no one individual. They have uniformly increased in scope and importance as the years went by. They are the accomplishments of the profession as a whole. Every one of us can be proud to have a part to play.

It is appropriate that we hold our annual convention next summer in Philadelphia where the NEA began. There we will dedicate ourselves anew to the purposes we have steadfastly adhered to through ten decades, and re-state them in terms dictated by the needs of today.

It is appropriate, also, that we meet in the birthplace of those freedoms which only an enlightened citizenry can attain and preserve. The theme of our convention is "Education Moves Freedom Forward." Its programs will reflect the significance of the organized profession's first one hundred years. The contributions of the

public school to a free, prosperous, and democratic nation will be recounted by speakers, portrayed with exhibits and pageantry, and celebrated in song.

The observance of the NEA Centennial will be by no means confined to the annual convention, June 30-July 6. There is a place in the drama for all teachers. You will, of course, join in the nationwide birthday celebration April 4 when some 6,000 local associations will hold parties to commemorate the founding of the NEA. At these parties and at other events centering around the Centennial, teachers will do more than count the candles on the birthday cake. They will retell and appraise the achievements of American education for a century. They will relate the story of education in their own communities in a program of educational interpretation which will deepen the appreciation of citizens for their own schools and for the work which teachers are doing to improve national and community life. Write to the NEA for information on the national program and for helpful suggestions in planning your own.

The Centennial is the greatest opportunity that has ever come to the profession to elevate its position and advance the interests of the schools it serves. The opportunity will not come again for a hundred years. Let's make the most of it.

Arizona Teacher



In Memorium

C. Louise Boehringer,

First Editor of
The Arizona Teacher

*"Her voice is soft and clear but it leaves no one in doubt that she stands definitely on the right side of all important issues."
"From every angle Miss Boehringer honors and adorns the profession to which she has given many years of generous, masterly, unostentatious and sympathetic service."*

On Friday, September 14, word was received in the AEA Headquarters that Miss C. Louise Boehringer had died in Seattle. Known for many years as "Arizona's first lady of education," she is remembered with affection.

Miss Boehringer was a member of Arizona's State Legislature in 1921-22 where she served as chairman of the Committee on Education. She sponsored and secured passage of Arizona's first law to provide state ADA for schools and a law which makes all children born in Arizona the legitimate heirs of their natural parents. She was state president of Arizona's National League of American Pen Women, first state president of the Business and Professional Women, a member of the National Food Administration, founder and editor of the *Arizona Teacher* from 1917 to 1939. Editor of the *National Altrusan*, *Arizona Geography* and author of "*Biography in Arizona Historical Review*."

Miss Boehringer's early years were spent in teaching and her interest in education never waned. Arizona has lost a "statesman."



Two Kinds of Democratic Education

By GLENN AUSTIN

Associate Professor of Education
Arizona State College, Tempe

Teachers have become accustomed to controversies about education. Insofar as these have served to clarify the thinking of both teachers and laymen about educational theory and practice they have been good. Insofar as they have contributed to greater confusion and the bringing of more irrelevancies concerning what democratic education should be into an already confused picture, they have been bad.

Getting at the issues

Perhaps for us as teachers and for laymen one of the most direct and meaningful ways for getting at the issues involved in the controversies is to examine the opposing conceptions of the nature of a democratic society and the proper role for the school in that society. In the interest of making these issues clear, I should like to divide current ideas about the nature of democracy and the function of the democratic school into two broad categories, admitting that it may be difficult to fit the thinking of some particular individual and groups entirely into one category or the other.

Democracy is sometimes considered as merely a form of government in which individuals have the right to vote on political issues, and involving the pattern of political arrangements, our three arms of

government, which we find with us today. Most of us are quite familiar with democracy as a purely political concept. With this political organization there are frequently included the general economic and social institutions which have prevailed in our past, particularly during the 19th century. Here we find the emphasis on economic individualism and on the role of government as being one of minimum interference with the working of natural economic laws. All this is then tied together in one huge package deal.

Here we find the pattern of democracy as a finished, complete kind of thing. It is a fixed, a finished pattern and we need only to try to preserve it in all the various phases mentioned. The traditional aspects of our culture are all labeled democratic, and democracy is then equated with the content of our tradition. Conflicts, inconsistencies and changes in that tradition are conveniently overlooked.

Function of the school

What then is the function of the school in such a democracy? Basically it is very simple; it is to teach young people to conform to the existing social pattern; it is to teach people to adjust to the *status quo*. Our troubles have come then because we have departed from tried and true principles, which have been handed down to us

by our forefathers. A school should concentrate upon merely preserving and passing on the cultural heritage. It should be concerned only with essentials from man's past, with the fundamentals necessary for fitting individuals into society as it has been, it is, and, apparently, it is believed, will continue to be.

Same educational treatment

As a corollary the role of the school is to build a strong society by giving everyone the same educational treatment. Equality of educational opportunity means that everyone gets exactly the same educational opportunity, the same course, the same textbook, the same standards, the same examinations. Everyone at the same grade level is studying the same thing at the same time. (The parallel to a factory is ominous and enlightening). A strong society exists only with a maximum of common understandings, attitudes and values and can be developed only through a standardized, uniform treatment for everyone. The values of the society should be indoctrinated and the school withdraws from controversial issues or presents only the side apparently consistent with the most obvious aspects of our tradition. Students are to learn to think for themselves by learning what they are supposed to think. Adjustment, uniformity, and resulting conformity thus become key concepts for this approach to education and society. Heresy-hunting, textbook-banning, and loyalty oaths may seem expedient for protecting us from any ideas except those to which "society" has demanded we must conform. Conformity is the way for escaping from or denying the existence of individual and social problems.

This approach then assumes a static society. But Alfred North Whitehead has indicated:

"The whole of this tradition is warped by the vicious assumption that each gen-

eration will live substantially amid the conditions governing the lives of its fathers and will transmit those conditions to mould with equal force the lives of its children. We are living in the first period of history for which this assumption is false . . . today this time-span is considerably shorter than that of human life, and accordingly our training must prepare individuals to face a novelty of conditions."

Dealing with issues and problems

Let us now turn directly to that contrasting conception which emphasizes democracy as a process for dealing with issues and problems, and which holds that a democratic society is not a society which must conform to a pre-established, pre-existent pattern, but is open to and dedicated to its own continuous improvement by peaceful means. This conception of democracy seems remarkably well adapted to the world of change in which we live today. As a people we can work out the solutions to our changing problems as we go along; we build the criteria we use for progress. Certainly we have much of value from past experiences to help us and guide us, but we can not force our present and our future to conform to the entire pattern of our past. What is basic democratically is the right of individuals who make up our society to participate in the decisions affecting the welfare of our society, not any particular economic, social, or political arrangements.

Must work out the answers

In a democracy of this kind, standardized, uniform individuals can offer little in creating ways of dealing with new problems. Diversities, minorities, are of value because they provide us with a wider array of possible solutions for dealing with our difficulties. Since we must work out our answers, to restrict freedom of thought and expression, to attempt to

Turn to page 23



Teachers, like pilots, keep steady
hands upon the rudder when their

"Ships" Buffet Strong Winds

By James M. Stephenson, AEA President

"Look at the ships also; though they are so great and are driven by strong winds, they are guided by a very small rudder wherever the will of the pilot directs." (James 3:4) Today I looked into the faces of 35 "ships" in my Biology class. Each ship being driven by strong winds blowing in many directions. Where will the winds of their lives drive them? Will I, the "very small rudder" be able to guide them to the proper harbor?

At the beginning of a new school year, this question has faced each of us in the teaching profession. We have an unequalled responsibility as the teachers of the youth of our land. They are buffeted by many strong winds, coming in from all directions. The wind of *SELFISHNESS* blows strong in the lives of everyone. Can you as a teacher help just one of these ships to forget himself and develop in him a sense of service to his fellow-man? If so, you are developing a potential teacher of the future.

Then there is the wind of *SATISFACTION*. This wind tends to blow the ship backwards; to develop a sense of being satisfied with things as they are and to lose all hope of future progress. Can you, acting as a very small rudder, pilot just one student into the channel of self-improvement with an eye on the future? If so, you are helping to develop a future teacher.

Another wind that tends to blow one off course is the wind of *IRRESPONSIBILITY*. A good pilot will teach responsibility and thus cultivate a trait requisite to being a good teacher.

A fourth wind is the wind of *IMPATIENCE*. Can you with tact and guidance bring one of your ships to the realization that patience is a virtue possessed by too few of us and that to be patient with the world is difficult, but most important? What greater qualification for teaching, than patience?

Let us not forget the small gales that blow these precious "ships" of ours; Laziness, Poor Health, Poor Sense of Humor, Deceit, and Slovenliness. You as a "very small rudder" can help your "ships" through these gales into mature healthy lives, and when you have done so, they will be the type we could recommend for the teaching profession.

The verse from the Book of James, quoted above, is followed by these words, "So the tongue is a little member and boasts of great things. How great a forest is set ablaze by a small fire!" You as you teach, by the words of praise you offer when a job is well done; by the words of encouragement you give when a child is in need; by words of love when his heart is broken, can help him to with-

Turn to page 29

Arizona Teacher



Some who helped the organization of the Northern Arizona Education Association—Left to right, Norma Richardson, Lois V. Rogers, Dr. Harvey Taylor, Dr. Eastburn, Bernice H. Hulet, James Stephenson.

The Secretary's Report

Northern Teachers Organize

The Northern Arizona Education Association was organized on September 15 for the purpose of promoting the program of the Arizona Education Association. The formation of this active and interested group demonstrates the professional awareness of more than 800 teachers in the Counties of Apache, Navajo, Coconino, Yavapai and Mohave.

At the first meeting, Mr. Henry Howe of Cottonwood was elected president and Mr. James Sanders of Flagstaff, secretary to the group. One of the first items of business was the acceptance of a challenge to see which of the five counties would have the largest percentage of membership in the AEA and the NEA.

We look forward to big things from this group and wish them well.



Henry Howe



James Sanders

October, 1956

It's Human Relations

Many of us tend to confuse public relations with publicity, forgetting that sometimes the best public relations involves avoiding bad publicity.

During the past year, the AEA Headquarters has attempted to make as positive an approach as possible to the press, radio and other avenues of communication. Much of what has been done has been designed to build a positive attitude of these groups toward the Arizona Education Association and to erase, so far as possible, the negative reaction which has sometimes existed.

Newspaper Series: In the past few weeks, the *Arizona Republic* has carried a series of 12 articles designed by the AEA and worded by one of Arizona's best free lance writers, Joseph Stocker. This has done much to acquaint the people with the AEA and the fact that teachers are concerned about good education for every child. The newspaper made no charge for this wonderful coverage and we owe them much for their helpfulness.

During the year, your officers and em-

Turn to page 32

**The author directs
our attention to
the forward
movement of**

Special Education in Arizona

By Ted Hollingsworth

The Homebound Teaching Program came into being in 1951 through action of the Arizona State Legislature. It provides instruction for educable students, both high school and elementary, who are unable to attend regular classes due to illness, disease, accident, or physical handicap, for a period of not less than a school year. A visiting teacher goes to the home of these children and gives a minimum of four hours of instruction per week. She may also visit pupils in the hospital.

Definite progress has been made in meeting the educational needs of handicapped children. In 1956 the Legislature made it possible for county school superintendents to establish county accommodation schools for the education of handicapped children.

Several private institutions which have been serving the needs of exceptional children outside of the regular public school system will now be able to offer facilities in which the County Superintendent can operate an accommodation school. In none of these instances will public education be administered by any private agency and the various agencies will still continue to maintain their own particular services to the children. Teachers working for the

county will not be employees of the private agency and while the school and the agency will often occupy the same building, their relative functions will be kept separate and distinct.

One of these accommodation schools will be located at the Gompers Memorial Clinic in Phoenix. This school will provide classes for children with hearing loss, and for the orthopedically handicapped.

Services expanded

The Valley of the Sun School for Mentally Handicapped children became a non-profit residential school in 1950. From its beginning, services to the retarded child have been added and expanded. A public accommodation school under county supervision will be operated here. In addition to this, the training school will continue to be operated by the institution for those children who will not be eligible under the Homebound Program.

Another private group, the Arizona Society for the Brain Injured, has leased a large building in Phoenix and has made this available to the county for an accommodation school.

All of the above mentioned schools are part of the advances made through passage of the additional legislation under the Homebound Bill.

Children in the convalescent stage who have temporary or permanent orthopedic

*Mr. Hollingsworth is a graduate student in the field of special education, and will be teaching a class of orthopedically handicapped children for the Maricopa County Accommodation School.

handicaps have had their educational needs met by an accommodation school located at the Crippled Children's Hospital. This school will continue to serve an increasing number of children.

Specialized courses

Back of any type of program for exceptional children is the institution that trains teachers. Arizona State College at Tempe now offers a Master of Arts Degree in Special Education under the direction of Dr. Willard Abraham through whose efforts specialized courses in this field have been added to the curriculum.

Professional people working in the areas of education for the handicapped have been emphatic in their pleas for integration of these programs into the regular school system, and the elimination, where ever possible, of separate schools for children with physical or mental learning problems.

In certain isolated cases some of these children may be integrated into the regular classroom but for most the educators feel that the best answer is to be found by establishing special classes in the regular school. This cannot be implemented overnight. Space is still an acute problem, but when school expansion overtakes the increase in school population, then it is to be hoped that administrators and school boards will take definite steps to bring this about.

Orthogenic classes

In Phoenix Elementary District we have an example of how successful this integration can be. A sight saving class, and a hard of hearing class are both located in one school and are financed under the provisions of the Homebound Program. Four orthogenic classes, financed by the district, are in four other schools, thus providing the child with all the advantages of normal socialization in the regular school. Madison District uses dis-

trict funds to finance a class for slow learners at one of their schools.

Two other groups of children should be mentioned here, the gifted and the bilingual. The former have been termed as our most neglected group among exceptional children, and also as our greatest natural resource. There is a growing awareness of our responsibilities to this group, and teachers, educators, and leaders in industry are seeking ways and means to best serve the needs of the child who is above average in interest, intelligence, and ability. It is logically pointed out that in an atomic age, future leaders in national affairs must come from this group. Realistic planning already shows the urgent need for school boards and administrators to offer special classes and enriched curriculum to the gifted child.

Many of the so-called bilingual children in Arizona are really unilingual, and

Turn to page 33

A group of handicapped children in a special school. They are learning and they are happy.



*Here is the story of life at the Arizona Children's Colony—
its hopes—its therapy—its successes*

This Is Our Task

By J. Thomas McIntyre

Four miles south of Coolidge on highway 87 is the Arizona Children's Colony, a cottage type institution built and operated on a community plan. Established by the Nineteenth Legislature, it represents thirty years of effort and will accommodate 384 children. This fall its capacity is being increased to 620. Any child who is mentally deficient, under twenty one years of age whose parents or guardians have been residents of the state for three years is eligible for admission.

Demand exceeds capacity and a policy of county quotas has been established. Admissions are made according to the need for the type of training and care the colony provides and the date of application. "Need" is measured by the child's need for care, the family's need for removing him from the family group and the community's need for having him placed.

Purpose of the Colony

The purpose of the Colony is to develop each child to the fullest, making him as independent and self-sustaining as his limited capacities will permit. Mental deficiency is now recognized as primarily an educational and social problem, since a cure of the condition is unknown. It is well-established that the effects of mental deficiency can be ameliorated by special training and care. *This is our task.*

The principal guide in the training of

each child is to give him "those things that he can make use of when he becomes an adult in years." This entails an individual approach and means not only meeting his immediate needs but an anticipation of those of the future.

A child must be happy

We believe that first of all a child must be happy. One school for the mentally retarded has as its motto, "Happiness First — All Else Follows." Besides making for receptivity, happiness is therapeutic in itself. The child must have a sense of "belonging." The majority of us are belongers — we like to be affiliated with groups and organizations. The mentally deficient child is denied this privilege because of the nature of his handicap. At the Colony, it is possible that for the first time in his life he will have the opportunity of belonging because the Colony has been built and is operated for him.

At the Colony we are placing "Accent on Assets." The mentally deficient child, under ordinary circumstances, is recognized and identified by those things he cannot do. It is his failure that sets him apart from others. Too often these failures so overwhelm us that we fail to see the things he can do. We are prone to give all of our attention to his disabilities and neglect his abilities. By reversing the or-

Arizona Teacher

der and giving special emphasis to abilities we find frequently that many of his disabilities will take care of themselves. What is more important is that he develops a feeling of success. In the case of many of these children who have consistently been unable to meet the demands of competitive existence with others, success can transform personalities. Feelings of true success can cause within a child fundamental changes of attitude which transcend all other methods of improving thinking.

Children housed in small units

In a cottage type institution such as the Colony, the children are housed in comparatively small units. At present there are twelve cottages for children. Children are placed in the cottages in accordance



*J. Thomas
McIntyre,
Supt.
Arizona
Children's
Colony*

(Picture on
Front Cover)

with their age, sex and level of mental ability. As individual units the cottages provide living, dining and sleeping accommodations on a home-living basis in contrast to ward housing. Cottage fathers, cottage mothers and their assistants comprise the cottage staff and carry the day time responsibility of the unit; similarly an assistant is on duty with the children through the night. The house parents also live in a majority of the units and supervise all aspects of the child's program in

the cottage and the routines of daily home management and training. The leisure time and recreational activities are under the direction of the cottage and are carried on either in the playroom or on the ample playground space adjacent to the cottage.

Upon admission each child is studied clinically to determine his special abilities and disabilities as well as his general capacity for learning. This, plus his interests and inclinations, form the basis on which his program is developed. Follow-up studies are made at regular intervals, not only to note his response to the program, but to provide an opportunity for evaluating the program in terms of his current needs.

Training wide ranged

The training program at the Colony is wide ranged running from training in simple self-help and habit formation at the infant level, through nursery, kindergarten, classroom, shop, continuation school and vocational training. Instruction is given in the cottages, the school (classroom and shop building) and on the many services connected with the operation of the institution. We remain constantly alert to the fact that a majority of mentally deficient children are "thing minded" rather than "thought minded." They learn by doing rather than from books so that the carpenter shop, the laundry, the store or the sewing room may provide the principal opportunity and form the main avenue to success for many of them.

Since the children are with us twenty-four hours a day, the importance of a good activities program is most apparent. In addition to the cottage activities already mentioned, we carry on an extensive schedule of activities at the Colony com-

Turn to page 27

Miracles, Please

'Dear School System, Here's What We Want'

(Editor's Note: What are the problems confronting the public schools? What kind of teachers are teaching your children? What are the children being taught? How can you, the citizen, exert an influence on education? To supply answers to these and other questions about the public schools at the beginning of this new school year, the Arizona Education Association has prepared a series of special articles for The Arizona Republic. The first appears below. Opinions expressed are those of the AEA. The author of these articles is a Phoenix writer whose nonfiction has appeared in many of the nation's leading magazines.)

By JOSEPH STOCKER

STEVEN STOCKER, 6, starts to school this September.

My wife and I don't expect the public schools to make a fully educated man of him. If he is sufficiently humble, and if he possesses a questioning mind, he'll spend all his life at that process, and then never quite get there:

But we expect the schools to do certain things for Steve. We expect them to teach him how to read and write and cipher. We count on them to implant in him some solid moral values, good ideas about hygiene and a taste for what are generally considered to be the finer things.

principles in children, principles that are based on "moral tenets of all"

**Fresh Tax Sources
Needed For Schools
Vocational Training
Meets Urgent Need
School Philosophy
Discipline Helps
Develop Total Child
Lessons Linked To Life**

Little Red Hen Losing Spot In School

Teacher Group At Work

AEA Helps AEA Lead In Education

(EDITOR'S NOTE: This is the 11th in a series of articles on the public schools, prepared for The Arizona Republic by the Arizona Education Association. Opinions are those of the AEA.)

By JOSEPH STOCKER

Why in the world would a teachers' group Education Association be interesting itself in

Quite a few taxpayers in the state were a few years ago.

When they dug down below the headlines it proved to be not only logical but, so far as the taxpayers were concerned, substantially profitable.

What happened was this:

For a long time the AEA had been concerned over the fact that several million acres of state school lands were being rented out for grazing at very paltry fees. There was simply no relationship between the rentals being charged and the grazing capacity of the land. Result: The lands, which had been set aside to provide income for the schools, weren't providing nearly as much income as they should. And the taxpayers suffered accordingly, since, of course, they had to make up the difference in taxes.

FORTHWITH the AEA launched a campaign, and out of it emerged legislation establishing a new, and vastly more realistic, schedule of grazing fees. Income from school lands doubled. The schools got the money and the taxpayers were spared that much in extra taxes.

The whole episode may be taken as a fair measure of what the AEA is—and, for that matter, what the AEA isn't.

For, though it is composed of teachers, it isn't merely a teachers' protective organization, nor a teachers' lobby. It's a truly professional organization which considers that its prime responsibility is to the children of Arizona, their schools, and the taxpayers who pay for them.

Placing st a more luc basis,

Retirement

Higher parent average 700).

The AEA a members, had its 1891—long State aid t heard of in teacher ten- ized teacher ed about the of the school

AS ARIZ its teachers established Phoenix an time execut D. Pulliam, state super instruction. by Walter from here member Teachers Francisco. place was now holds

TODAY A near the No the states i schools and This, of cot tribute to state who h support a sv ucation.

But, thro the AEA co the lead in cific meas Arizona's

Schools Need Your Dollars, Yes! But They Also Need Your Interest

Teachers Possess Sense Of Dedication
is the fifth article prepared and published by the Arizona Education Association. It was a tabular room with a board of trustees of the state's largest high school with tens of thousands of taxpayers. What's very important is that you find out what's going on in the schools. They found out and so round off the school microphone and

Teacher Training Well-Balanced
Already Crowded State Colleges To Face Greater Bulge In 2 Years
School Problems
Administrators Have Extra Jobs
Yes, We Ask Of Public Schools
Three Rs, Despite W

What We Ask Of Public Schools
Three Rs, Despite W
To Contrary
To Contrary

What We Ask Of Public Schools
Three Rs, Despite W
To Contrary
To Contrary

These are headlines from a series of articles run by the Arizona Education Association in the Arizona Republic from September 3 to September 20. We appreciate the cooperation of Mr. O. W. Fifer, managing editor, and Mr. William Hermann, city editor, who arranged the space for this series.

Among Our Neighbors

By JOSEPH N. SMELSER

Member of the A E A Editorial Board

INDIVIDUALISM

Have we lost the decent meaning of Individualism? Have we been driven by circumstances of war, struggle, and passion for security and possession to a point where Individualism means a kind of egocentric barbarism? Do we no longer believe in Individualism which stresses the rational and spiritual man, the social and responsible man? If school people believe this to be an important matter, how shall we deal with it in the curriculum?

TOUCHSTONE OF SUCCESS

"Radio, television and machines are valuable aids, but in the long run it is the ability of the individual to use his own brain to think out problems that is the touchstone of success. In an age when work is purely automatic, there is little stimulus for the average person to do much thinking. It is to the credit of most thoughtful educators that they are aware of this problem and forever trying to resist the pressure that wants to make things easy for everybody."

D. S. Pentonk in *The Anglican Outlook*

HIGHER EDUCATION

"Except for a handful of colleges and universities, higher education in America has never gone beyond what are empty generalizations about the majority of the world's peoples. We venerate the 100 greatest books, but the titles that have the greatest meaning for 1,000,000,000 people are almost totally ignored . . . Ninety-eight per cent of our foreign language education has nothing to do with 70 percent of the world's peoples . . . If our educational apparatus fails to pro-

vide basic preparation, is it fair to place all the blame on government? . . . What we know may in the end turn out to be more important than how fast we can fly or how many megatons of destruction we can pack in a single bomb."

Norman Cousins in *The Saturday Review*

NARROW PERSPECTIVE

"Due largely to economic pressure rather than any conscious desire, the common core of liberal education has been reduced until educated men lack a common store of knowledge and standards. Occasionally they become warped persons who view things from a very narrow perspective. They tend to lack a common language and a sense of their common humanity."

Harold Titus on "Vocational Emphasis in Education" in *Living Issues in Philosophy*.

MENTAL POWER

"The essence of liberal education is the development of mental power and moral responsibility in the individual."

Frank Aydelotte in
Breaking the Academic Lock Step

COMMENT

The preceding ideas may sound pretty good to some of us — or pretty bad. If they are worthy objectives and criticisms, can we as teachers expect to do much about them this coming session with hot classrooms, double sessions, large classes, forms to fill out, and a wide diversity of student ability to deal with? Some may, in a tantrum of despair, tear up all our pretty little plans and just make a living the hard and fruitless way.

Arizona Teacher

"Invitation to Inspiration" is theme of

AEA's 65th Annual Convention

"Inspiration and Information" will keynote the AEA Convention from registration Friday morning, October 26, to the completion of area meetings Saturday afternoon, October 27.

Scheduled to address the assembly at the first general session is J. Lester Buford, immediate past-president of the National Education Association, who will make you proud that you are a teacher.

The second general session will be held in the new Phoenix Coliseum where General Carlos P. Romulo will speak. This meeting will be open to the public. Special guests will be foreign consuls and heads of military units in the valley. This session will be televised for broadcast at a later time. A detailed program will appear in the *AEA Newsletter*.

Friday afternoon, October 26—Allied organization meetings:

Adult Education—luncheon—program—banquet
Art Education—luncheon
ASCD—business meeting
Bilingual Children—program—speaker demonstration
Business Education—luncheon—program
Deans of Women—luncheon—program—business meeting
Elementary School Principals—program business—election of officers
Foreign Language—business—program—refreshments
Future Teachers—business meeting
Health and Physical Education—program—student section
Industrial Arts—business—election of officers

October, 1956

Gifted Children—organization meeting

Library—luncheon—program

Mathematics Teachers—program—business meeting

Music Educators—luncheon—program

Personnel and Guidance—luncheon—program

Rural and Small Schools—business meeting

Secondary School Principals—luncheon—program—business meeting

Science Teachers—luncheon—business meeting—group meetings

Social Studies—program—election of officers

Speech and Drama—luncheon

Tennis Coaches—business meeting—program

Vocational—sectional meetings

Vocational Agriculture—program

Phoenix Area Elementary Art exhibit

Department Dinners—Friday, Oct. 26

School Administrators

Classroom Teachers

Saturday, October 27—Group and area meetings:

Driver Education—breakfast

Future Teachers—informal breakfast

Home Economics—breakfast

Vocational—general meeting—luncheon—guest speaker

The allied organizations have been grouped into seven areas of common interest and will hold meetings all or part of the day.

World Book Encyclopedia

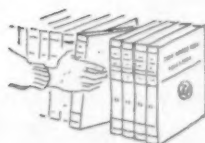
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Democracy—[from Page 11]

force conformity to one point of view keeps us from discovering, examining and re-examining those ideas which may lead to our greatest self-improvement as a society. Man's free intelligence needs to range throughout all areas of human experience, freely expressing the results of critical, reflective analysis. Limitations on academic and intellectual freedom are only aspects of the general attempt to limit freedom of inquiry and intelligence which we find among some groups in our own society, and which, of course, is dominant in totalitarian societies.

If we accept the foregoing analysis of the nature of democracy, there are no easy, simple solutions to our educational problems, nor can we be certain we will be successful in preserving freedom and individuality. There is much we do not know that we need to know; there are some things we know but have not seriously tried to practice. By keeping in mind the nature of democracy we get some general guiding principles concerning the kinds of practices and of human abilities and qualities our schools need to encourage and some they need to avoid.

Common values

It is readily conceded that a society needs enough common values to give it strength, and ours are not clearly defined. But our most pressing problem seems to be one of eliminating pressures toward conformity and avoiding the dull uniformity that comes with our increasingly industrialized way of life and the pervasive influence of the various agencies of mass communication. We hear the same radio programs; we see the same television programs; we read the same newspapers and magazines; we see the same movies. Is it any surprise that our ideas appear

to have come from the same assembly line?

Learning to think critically

To help students learn to think critically, to think for themselves, about all areas of human experience is not easy. We know some things about how to do it, and we know that it will not automatically result from students memorizing answers to pass back to us on examinations. We also know that students will not learn how to make intelligent choices unless education gives them experience and guidance in choosing between genuine alternatives which are significant to them. We know that intelligent problem-solving comes as a result of experiences which help us learn the nature of reliable evidence, what kinds of authorities we can rely on, how a group's values may influence and distort the evidence it offers, how to frame usable hypotheses, and what kinds of verification give us reliable knowledge.

Self discipline

A society which needs self-disciplined, moral individuals needs an education which provides experiences in moral problem-solving which will help students to develop these qualities and who will learn to discipline themselves because of a participation in and an understanding acceptance of the values involved. A society which realizes that it must continuously be working out its answers to its problems is going to insist that schools, instead of avoiding controversial issues, will need to look critically and carefully at the alternatives involved in issues so that students may be more able to formulate effective judgments of their own.

If citizens of a democracy need to accept honest and thoughtful differences in value judgments, we need to have edu-

Turn to page 24



Standard School Broadcast Schedule

"The Worlds of Music"

VIBRATION AND SOUND	Oct. 11
SONG	
Folk Song	Oct. 18
Religious Song	Oct. 25
Song and Drama	Nov. 1
Grand Opera	Nov. 8
DANCE	
Folk Dance	Nov. 15
Ballroom Dance	Nov. 29
Dance and Drama	Dec. 6
Ballet	Dec. 13
INSTRUMENTAL MUSIC	
Percussion Instruments	Jan. 3
The Woodwinds	Jan. 10
Brasses and the Band	Jan. 17
Strings and the Symphony	Jan. 24

Other lessons, dates, and the list of stations broadcasting the Program are given in the Teacher's Manual.

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Democracy—from Page 23

educational situations in which both teacher and students recognize this. Much of what is being practiced in the general area of group dynamics encourages democratic participation in clarifying issues and problems, but the doctrine of consensus with its implication of the imperative character of unanimous agreement within the group can result in the use of group pressure and group approval to secure conformity, and to eliminate minorities and diversity. The group takes over; the individuals disappear.

We know that well-integrated, emotionally stable individuals can make good citizens, but we know that "adjustment and socialized behavior" have sometimes produced a citizen whose behavior and whose beliefs are entirely directed by what others—all others—expect of him. He becomes the non-individual, lowest common denominator of all their expectations, the conforming "other-directed" individual of whom David Riesman has written so convincingly.

Freedom and individuality

If society needs and values many different kinds of ability, then education needs to be concerned with many different kinds of excellence. If democracy is to function effectively through intelligent decisions by all its citizens, then the school needs to be concerned with an education which has the greatest meaning and significance for each individual.

It is not necessary to remind teachers that it is difficult to educate for individuality, or anything else, when we have oversize classes. We can only try to do the best we can in such situations, while trying to remedy them by various means, including our indicating that both the

Turn to page 36

Arizona Teacher

TEACHERS

Are you preparing your students for military service?

Let the Army help you with your Military Orientation Program

TODAY, it is not enough for guidance counselors to assist students in preparing for the best possible civilian careers. Leading educators have come to realize the importance of military guidance as well. With almost every young man facing some form of military service, a well-integrated military orientation program has become an important responsibility of high school teachers.

The U. S. Army wants to help you meet this added obligation and is ready to cooperate with you in every way possible. If your high school is presently without a military orientation program, the Army representatives at the Army Recruiting Station in your area will be glad to explain how such programs operate in other high schools. If you are already conducting such a program, the Army hopes you are taking advantage of its wide variety of informational literature available to you. Ranging from reference works for teachers to booklets for students, this literature should prove an invaluable aid in your military counseling.

To obtain your copies of these booklets, telephone your local Army Recruiting Station or else clip and mail the coupon below. In doing so, you will be helping both your students and your country.



Film for showing to Students or School Community Groups

Prepare Through Education (16-minute film which portrays problems of high school youths about to enter service and advice given them by their counselors) may be obtained free of charge by contacting your nearest Army Recruiting Station or by writing to:

THE ADJUTANT GENERAL
DEPARTMENT OF THE ARMY
WASHINGTON 25, D. C.
Attn: AGSN-P

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Department of the Army, Washington 25, D. C.
Attn: AGSN-P

Please send me the booklets I have checked. I understand that I also can get additional booklets for my students by writing to the above address or from my local Army Recruiting Station.

- | | |
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| <input type="checkbox"/> Military Guidance in Secondary Schools
(Teacher military orientation reference booklet) | <input type="checkbox"/> This...Is How It Is
(Student booklet describing Army life) |
| <input type="checkbox"/> Helping Youth Face the Facts of Military Life
(Teacher pamphlet on the need for military orientation) | <input type="checkbox"/> Reserved For You
(Student booklet describing Army job training opportunities) |
| <input type="checkbox"/> Army Occupations and You
(Teacher reference booklet on military occupations) | <input type="checkbox"/> It's Your Decision
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Mr. Watkins is a graduate of Utah State College and received his Ed. M. degree from Oregon State College. He is a World War II veteran and has taught school in Utah and Arizona.

He will succeed Mr. Oscar Moore, who has been the McCormick-Mathers representative for more than 25 years. Mr. Moore is looking forward to his retirement under the company's retirement plan.

Until the first of the year, Mr. Watkins, will be working with Mr. Moore so he can eventually take over the responsibility of representing us and extending to our many good customers the same courteous and professional services that have been rendered by Oscar for so many years.



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Our Task—from Page 17

munity level. This includes recreational activities such as parties, square dancing, swimming, scouting for both boys and girls, trips to nearby communities and points of interest, weekly motion pictures, children's store each Friday and a host of other activities which appeal to the children and add to their happiness.

Progress is varied

The benefits derived from the total program at the Colony are difficult to set down in words since they are not necessarily limited to the progress made by the child. The effects of mental deficiency are not limited to the individual; parents, siblings and other relatives may be involved. Frequently the greatest good to be derived from a child's presence here is to provide an opportunity for a more normal family life in his home. The progress made by a given child varies and is closely correlated with his capacity to achieve. Some of our children have been taught to live happily within the institution; some have returned to their homes after achieving personal and social habits which made them acceptable to their families and communities. Others are now in the community as self-supporting individuals and indeed four of our boys are proving to be successful in the armed services.

New hope

As previously written, there have been no cures at the Colony. In view of our present state of knowledge there will be none. However, in the short time we have been in operation it is evident that the effects of mental deficiency can and are being ameliorated. Each day brings new evidence of the worthwhileness of the project and justification of its existence.

October, 1956



Above, William Struna and ruler he invented—a grade school teaching device in measurement and fractions

This out-sized or giant ruler has moveable segments. These segments can be shifted to show relations between inches and parts of inches—2 halves, 4 quarters, 8 eighths, 16 sixteenths and one whole. All together it is the duplication of 5 inches of ruler.

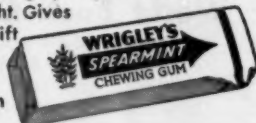
By sliding segments into different groupings, pupils can clearly see how inch is same as 4 quarters of an inch or 2 quarters and a half. Class easily grasps graphic fact that these are all the same measurement. For, this device makes it plain that an inch contains halves, quarters, eighths and sixteenths and almost any other combination of measurements.

First of these rulers were tested this year in Lima, Ohio 5th and 6th grades. Used only 15 minutes a day for 4 days, the results were reported "astounding." The same keen enthusiasm was experienced at Lima Mathematics Work Shop.

NOTE: Ruler may be bought in limited quantity, as the Strunaform Ruler. Just write Saturn Co., 1545 Crayton Avenue, Lima, Ohio.

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36. *Military Guidance in Secondary Schools* a teacher military orientation reference booklet. (U. S. Army)

37. *Helping Youth Face the Facts of Military Life* a teacher pamphlet on the need for military orientation. (U. S. Army)

38. *Full-color brochure* showing new Classmate line of modern classroom furniture, in Diploma Blue and Classday Coral. (American Seating Co.)

39. *Graded Catalog* of children's books and Classified Catalog of books for high school libraries. (J. B. Lippincott Co.)

44. *Aluminum Designing* an eleven minute, 16mm color and sound movie is available to organizations on loan. Only expense is postage for return of film. Indicate first and second choices as to date the film is desired. (American Handicrafts Co.)

3. *Facts* about writing short paragraphs for profit. (Benson Barrett)

4. *The Story of Rubber* 32-page booklet, well illustrated, charts and maps. Available in classroom quantities for grades 5 to 9. Teacher's manual also included. (Firestone)

15. *Research Opens the Door to Reading* A new Millcreek Story about home and

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See Col. 2 this page

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Ships--Winds--from Page 12

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Yours for the asking--from Col. 1

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Necessary Best—from Page 6

of our own welfare, and we should think of the welfare of all.

In spite of all the difficulties, all the discouragements, and the past experiences we have had in being hoodwinked, bamboozled, and even betrayed, we—if we have a conscience—have still got to vote.

We'll have to do it the best way we can. We should hear all sides (and not-listening is as important as listening, sometimes), weigh all factors, consider all interests. Then we must vote as intelligently as possible, and that may include a little intelligent emotion or intelligent intuition or intelligent guesswork.

As with so many things in this world, we've got to do it the best way we can. Our best may not be perfect, but our best is better than just good.

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Secretary's Report—from Page 13

ployees have worked closely with the Arizona Congress of Parents and Teachers, the Statewide School Board Association, and numerous civic groups. They have participated in workshops on legislation and in community meetings on education.

Film Premiere: Cooperating in the Centennial Celebration of the National Education Association, a spot was secured on TV stations in Tucson, Phoenix and Yuma for a showing of "A Desk for Billie." These three stations donated the time as a service to the teachers of America.

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Special Education—from Page 15

when they start to school they are confronted with a new language and a new culture. Some of them of course have a certain facility with two languages, their mother tongue and English. A few are trilingual where, for instance, an Indian language is spoken in the home, Spanish in the community, and English in the school.

An event which will focus public and professional interest and attention on these vital areas of special education is the Regional Convention of the International Council for Exceptional Children which has selected Phoenix as the location of its annual meeting in November. There are exceptional children in every classroom. Teachers need to learn as

Turn to page 34



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Special Education—from Page 33

much as possible about these children and how to meet their individual needs.

Separate day schools for the handicapped must never become the goal, but should be a means to an end by which the child can find his rightful place in the regular school. They should serve as a bridge spanning the gulf between the lack of adequate facilities, and the provision by the regular public schools for a program that will meet the needs of all children.

Children with handicaps have many learning problems. We must not add the problem of separateness in their educational life. Special education will achieve its goal when it is no longer special or separate, but becomes a smooth functioning service within the regular school program of every community.

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(Reviews of new films which may be secured from your local distributors or by writing to the producers mentioned: All are 16mm, sound, produced for educational use.)

"How the Animals Discovered Christmas" (14 min. color or b/w, Coronet Films, Coronet Bldg. Chicago 1, Ill.) You'll love the atmosphere and enchanting drawings.

"A Charles Dickens Christmas" (22 min. color also, Encyclopedia Britannica Films, 1150 Wilmette St., Wilmette, Ill.) will delight literature classes in high school and college. It is not restricted to Christmas showings.

"The Life of Christ in Art" (21 min. color also, Coronet Films) with famous

paintings from early Christian thru post-Renaissance art.

For United Nations Week—*"Food and People"* (20 min. Encyclopedia Britannica Films) well-edited and well-organized, pictures a problem vital to the world today: production, conservation, and distribution of food.

"The Soviet Union; the Land and the People" (14 min. color also, Coronet Films) brings new material for upper elementary thru high school classes. Geography-centered and similar in scope to others of the "Land and People" series.

"Aquarium Wonderland" (10 min. color) and *"Animal Life at Low Tide"* (10 min. color, both by Pat Dowling Films, 1056 S. Robertson Blvd. Los Angeles 35, Cal.). You see all about the goldfish and snails, how to make and maintain an aquarium, in the former.

"The Bumblebee" (11 min. color also, Deusing Films, 5325 W. Van Beck Ave., Milwaukee 14, Wis.). Good photography enlarges and highlights details while the year-long story extends understanding and puts details in their place.

Do you have catalogs from these producers? A note to them will bring descriptions of other films helpful to you.

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Democracy—from Page 24

individual and social goals of education are not being realized. The stakes are high. Through keeping clear in our own minds the meaning of democracy and continuously striving to realize it more completely we *may* help build a society which comes to prize individuality and freedom for all its citizens, and which will particularly prize individuality and freedom for its teachers.

Arizona Teacher

How Accrediting Agencies Look Upon Classroom Teacher Preparation

The classroom teacher's graduate study program, leading to an M.A. degree, should differ in important respects from the program of study that is a fifth year of course work. It should also differ from a program set up as a first step leading to a doctor's degree in a narrow field of specialization.

Both the North Central Association and the American Association of Colleges for Teacher Education urge that the preparation of a classroom teacher involve at least three areas—development of breadth and depth of general education, professional education, and sound academic training in the teaching field.

A graduate program for the classroom teachers will include courses designed to advance them in all of these areas.

The Committee on Graduate Programs in Education, North Central Association, recently reported the following:

"In recent years, many graduate programs have been developed specifically for classroom teachers. The degrees awarded in these programs have come to represent a pattern of education that differs in significant respect from that represented by the more traditional departmental Master of Arts program."

ARIZONA STATE COLLEGE AT FLAGSTAFF, with the authority granted by the Board of Regents in May, 1956, is extending its academic offering to encourage secondary classroom teachers to major in subject matter fields, leading to Master's degrees in the Arts and the Sciences.

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